



# The Standard for Full Registration

## Primary Education - Interim Profile

### Personal Details

Name

Fiona Fell

Registration No.

School

Local Authority

Supporter

Headteacher

### Progress

#### Recommendation:

Satisfactory Progress ☐

Unsatisfactory Progress for the following reason(s):

- Competence ☐ - Health ☐

I recommend progress as above:

Headteacher Signature

Date

Supporter Signature

Date



I have read and received a copy of this Interim Profile.

Teacher Signature

Date

**Professional Knowledge and Understanding**

**Name**

**Fiona Fell**

**Reg No**

**Curriculum**

- have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum
- have sufficient knowledge and understanding to fulfil their responsibilities for literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development.)
- understand the nature of the curriculum and its development
- have sufficient knowledge and understanding to meet their responsibilities to teach cross-curricular aspects

Fiona is working on her ability to be able to deliver a broad and balanced curriculum for the class of 26 P3 children. She is more confident delivering numeracy. She requires a significant amount of support in order to deliver the environmental studies elements of the curriculum. Fiona has found the challenge of delivering the breadth of the curriculum at times overdemanding

**Education Systems and Professional Responsibilities**

- have a broad, critical understanding of the principal features of the education system, educational policy and practice, and of their part in it
- have detailed working knowledge of their sector, of the school(s) in which they teach, and of their professional responsibilities within them

Fiona has actively sought advice and support from her mentor and other colleagues within the staff team. She has had access to policy and procedures relating to learning and teaching and to behaviour management. However, she lacks confidence in her ability to put this into practice and tends to rely a great deal on other colleagues

**Principles and Perspectives**

- can articulate their professional values and practices and relate them to theoretical principles and perspectives
- have research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general

Fiona is very quiet and often seems reluctant to share her views and concerns with others. She recognises that she has problems with planning and behaviour management. She asks for support but finds it very difficult to put practical ideas and solutions to good effect in practice.

**Professional Value and Personal Commitment**

- should show in their day-to-day practice a commitment to social justice and inclusion
- take responsibility for their professional learning and development
- value, respect and are active partners in the communities in which they work

Fiona is aware of the need to work collaboratively, but she is having some difficulties in taking the responsibility required in order for her to carry out her role as class teacher. She respects other team members, listens to advice but then has difficulty putting this advice into practice. She has not been pro-active in accessing reading materials which may help her.



**Professional Skills and Abilities**

Name **Fiona Fell**

Reg No

**Teaching and Learning**

are able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach  
communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively  
use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils  
set and maintain expectations and pace of work for all pupils  
work co-operatively with other professionals and adults

Fiona relies heavily on the support and advice of other colleagues. She finds planning across the curriculum for a range of differentiated needs very challenging. She has followed the longer term plans from the school model but receives support on a daily basis to translate these into workable and achievable daily plans.

**Classroom Organisation and Management**

organise and manage classes and resources to achieve safe, orderly and purposeful activity  
manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary

Fiona's classroom organisation and management has shown improvement since she had additional support from a senior colleague. The pupils are responding better to more organised daily planning and to a firm and fair behaviour management policy. This has been an area in which Fiona and her mentor have involved a great deal of time and effort. Time management is also proving to be challenging. The need to work with a range of groups and to meet individual needs is particularly difficult.

**Assessment of Pupils**

understand and apply the principles of assessment, recording and reporting  
use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach

Fiona's analysis of pupils' achievement has improved. She is now more able to identify how the child's learning is progressing and where misunderstandings have occurred. She is very diligent in marking. She has set up a range of recording procedures and uses these to good effect. She is working well with support for learning colleagues.

**Professional Reflection and Communication**

learn from their experience of practice and from critical evaluation of relevant literature in their professional development  
convey an understanding of practice and general educational matters in their professional dialogue and communication  
reflect on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development

Fiona has found the first few months of teaching to be very demanding. She needs a great deal of support and encouragement. She finds planning and preparation very time consuming. She appears to lack confidence in her own ability.

**Professional Development Action Plan** (To be completed by the Headteacher in discussion with the Probationer Teacher)  
(Comments should indicate targets for continuing professional and personal development and the action to be taken)

**Professional Knowledge and Understanding**

Name **Fiona Fell**

Reg No

**Agreed Targets**

To help Fiona take responsibility and to feel more confident in her role as classroom teacher.

**Action**

- 1 See below points on planning. Jan 2005
- 2 To set achievable targets each week.  
To offer support of up to 1 hour each week from mentor.  
To review progress at meeting with mentor.
- 3 To continue as above but to reduce the mentor time to ½ hour per week for achievable target. Feb 2005
- 4 Fiona to set target and to report progress to mentor. March 2005

**Professional Skills and Abilities**

**Agreed Targets**

December 2004 - Fiona will, with the support of her mentor, identify the materials and resources required to enable effective planning for the P3 curriculum over the period Jan – March. Fiona will then research the topics across the various curriculum areas.

To enable Fiona to plan independently, reducing the amount of support from other colleagues.

**Action**

In December 2004 Fiona will plan for literacy and numeracy independently. Help will be given for planning in other areas.

January - Fiona will plan for literacy, numeracy, ES and RME.

February - Fiona will plan for all areas of the curriculum

**Professional Values and Personal Commitment**

**Agreed Targets**

To be more confident in her role and to take responsibility for her own continuing professional development.

**Action**

Jan – March 2004:

To come to meetings with a set agenda.

To identify what has been successful and to record this.

To identify 2 priorities for the week ahead.

Teacher Signature

Headteacher Signature